



# AMERICAN OBSERVER

News and Issues—With Pros and Cons

VOLUME 28, NUMBER 10

WASHINGTON, D. C.

NOVEMBER 10, 1958

## Here and Abroad

People—Places—Events

### HUSSEIN'S "VACATION"

King Hussein of Jordan was scheduled to leave yesterday, November 9, for a "vacation" in Europe. His mother, Queen Dina, left Jordan some time ago, and his younger brother, Prince Mohammed, will go with him.

Does this mean that the young monarch believes he cannot stay in power much longer and is therefore moving himself and his family out of the country before serious trouble breaks out? His cousin, King Faisal of Iraq, was cruelly assassinated this summer and Hussein may fear a similar fate if he stays in his country.

In case there is a revolt in Jordan and it appears to be backed by Nasser or the communists, Israel may feel sufficiently threatened to move her troops into part of that neighboring land as a defensive action (see page 8 map). If such developments occur, the world will be faced with a new Mideast crisis.

False alarm or reality? We shall soon know.

### ASKING FOR TROUBLE?

If you haven't had all 3 Salk polio shots yet, you are asking for trouble, warns the U. S. Public Health Service. The national health agency reports that the disease is increasing among those not inoculated.

More than 41,000,000 Americans under 40 years of age—the group most susceptible to the disease—have not yet had a single polio shot, according to Public Health.

### LADIES AMONG THE LORDS

Women have entered one of the few all-male strongholds of the past in Britain—the House of Lords. Four women have been admitted to the upper house of the British legislature. Though part of Parliament, the House of Lords acts chiefly as an advisory body. Women have been members of Britain's actual lawmaking body—the House of Commons—since 1919.

### OVERSEAS CHRISTMAS MAIL

Do you have friends or relatives stationed overseas? If so, and if you plan to send them Christmas gifts, you should act quickly. The Post Office points out that regular mail shipments should be made before November 20 to insure delivery by Christmas in other lands. For airmail parcels, the deadline is December 10.

### Election Aftermath

Press and mailing schedules make it impossible for us, in this issue, to interpret the election outcome and discuss the problems facing the new Congress. We shall do this next week, and we shall also carry a chart showing, state by state, the election results for state governors and members of Congress.



AS OUR NATION works to keep its position of world leadership, schools play an indispensable role in helping to develop competent and informed citizens

## Schools' Job Examined

American Education Week Is Focusing Widespread Attention On Task of Training the Nation's Youth

JUST a little over a year ago, Russia startled the world by launching Sputniks I and II. Many people in the United States looked upon these achievements as warnings that the Soviet Union might soon outdistance our nation in many fields. Americans began taking a new look at themselves—to determine whether or not they were doing everything necessary to keep their position of world leadership.

Schools received close examination. Were they producing enough top quality scientists and engineers? Were they preparing young people to handle the complex tasks of citizenship in an age of atomic weapons and space vehicles?

The importance of this entire problem is reflected in the 1958-59 high school debate topic. Debaters throughout the country are centering their study and discussion around the following general question: "What system of education would best serve the interests of the people of the United States?"

American Education Week—which began yesterday, November 9, and will continue through Saturday, November 15—is a good time to look at some of the facts and issues related to this question. The special week is an annual event, sponsored by the U. S. Office of Education and several non-governmental groups.

These sponsors have announced a slogan, or general theme, for the 1958 observance. It is: "Report Card, U.S.A." In other words: How good a "report card" does our nation, as a whole, receive on the condition of its schools?

Rapid growth of the school population is bound to be a major point in almost any discussion of this subject.

Nearly 45,000,000 young people—an all-time record—are now attending schools and colleges in America. This figure amounts to more than one-fourth of all our citizens. It represents an increase of about 1,750,000 over last year's enrollment.

Continued growth of the school population calls for more teachers, more buildings, and more equipment. Lack of enough teachers and classrooms—in certain communities—makes it necessary for pupils to attend school in shifts or half-day sessions. In many other localities, classes are extremely crowded.

About 90,000 young men and women were expected to enter the teaching profession for the first time this year, and Americans are putting up new school buildings at a rate of 70,000 classrooms annually. Shortages of teachers and of buildings—which have troubled the nation for quite a few years—are being reduced. But, ac-

(Continued on page 2)

## Free Germany Is Prosperous Now

In Communist Eastern Areas Life Is Much Harder for Majority of People

FORTY years ago Tuesday—on November 11, 1918—a beaten Germany signed the Armistice that ended World War I. The once-powerful German Empire was crushed. Its protesting and bitter ruler, Kaiser Wilhelm II, was sent to exile in the Netherlands as his armies gave up the battle against U. S., British, and French forces.

Rioting broke out in German cities as the war drew to a close. There were cries for free government. In Berlin, then Germany's capital, communists tried—and failed—to seize power.

The Weimar Republic was set up in 1919, after order was restored, by vote of the German people. It took its name from the city where its constitution was written.

The republic quickly ran into difficulties. Some dissatisfied Germans worked for return of a monarchy. Communists caused trouble. World-wide business depression in the 1930's created great unemployment in Germany—as it did in the United States and other lands.

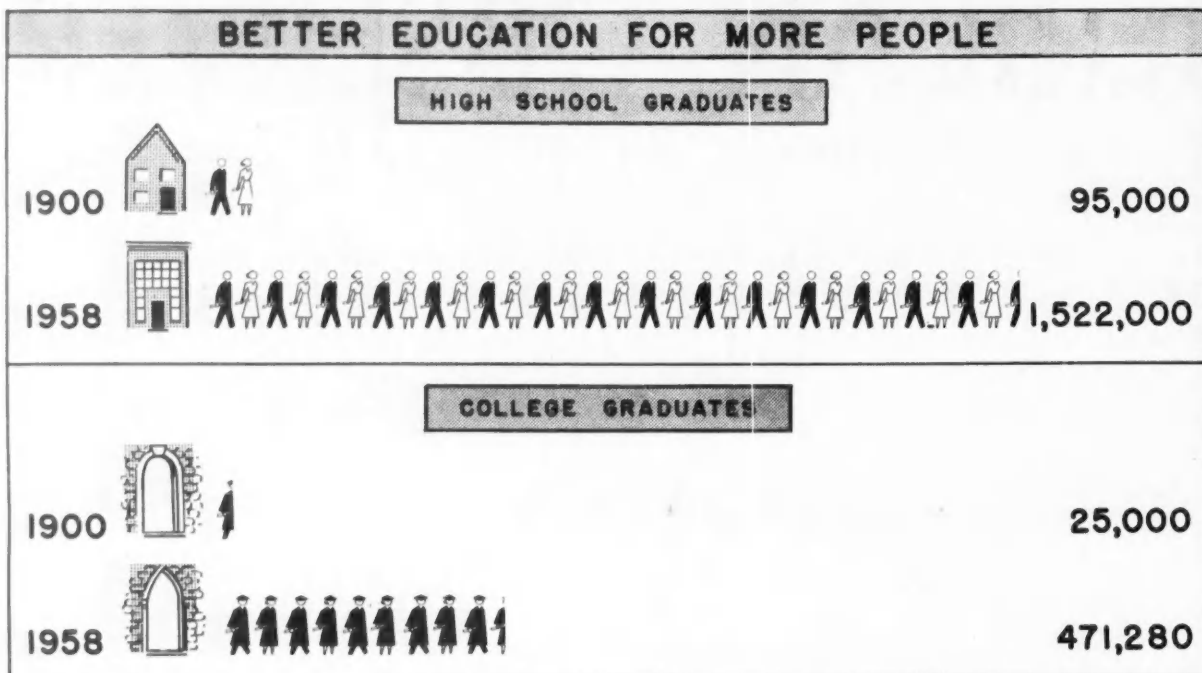
Adolf Hitler came to the stage as the Weimar Republic weakened. Born in Austria, he once tried to be an artist, but his paintings were failures. He came out of World War I as a corporal, and soon joined a radical political group as member No. 7. He turned the group into the Nazi Party, with himself as boss.

At first, many looked upon Hitler as a clown with a funny moustache who would go nowhere. This appraisal of him turned out to be a serious miscalculation. He was a fiery speaker with a harsh, fanatical voice, and appealed to thousands with promises of jobs. He received money from men who thought they could use him for their own political schemes. His party rapidly gained membership in the Reichstag (parliament), and he became Germany's dictator in January 1933. He ended the Weimar Republic.

Once in power, Hitler sent political enemies to prison or had them shot. He preached against Jews, and thousands of them were executed in gas chambers in the 1940's. He led Germany into World War II and lost it. He died in 1945 in a deep Berlin air raid shelter as victorious Russian troops arrived from the east—and U. S. and allied forces moved across western Germany.

Communism vs. democracy created a new contest in 1945 as the world conflict ended with Germany a nation of ruined cities, wrecked factories, and millions of hungry people. As a result

(Continued on page 6)



GRADUATES of high schools and colleges have grown greatly in number during the period since 1900

## 1958 Observance of Education Week Is Under Way

(Continued from page 1)

cording to the U. S. Office of Education, we have by no means eliminated them.

**Spending** on education in America, for the 1957-58 school year, totaled about 20 billion dollars. Is this enough? Certain groups such as the National Education Association (NEA), reply in substance as follows: "The 20 billion dollars per year that Americans now devote to education represents only 5½% of their entire national income. In a country where billions are spent annually for luxuries and amusements, we can certainly afford bigger outlays on schools.

"Consider, for example, just one problem—that of teachers' salaries. Among public school teachers, principals, and supervisors in the United States last year, the average salary was \$4,650.

"Despite the fact that teaching requires years of preparation and training, teachers' incomes rank far below those of doctors, lawyers, architects, engineers, chemists, and numerous other groups. Teachers' salaries should be boosted, so that capable young people will be attracted to this vital profession in larger numbers, and so that first-raters now engaged in teaching will continue."

The NEA calls for a big increase in the total number of teachers, and in their salaries. The Association's plan, if carried out in full, would raise annual school outlays by approximately 7 billion dollars. Moreover, the NEA seeks an expanded program of school construction.

Meanwhile, various other groups, while agreeing that education is extremely important to our country, contend that the schools are not being slighted. They argue:

"In general, America is taking good care of its educational needs.

"According to the U. S. Chamber of Commerce, this country is already building more than enough classrooms to keep up with the current growth in school population. It also is catching up with the backlog of shortages that accumulated during the 1930's and early 1940's—years of war and depression when little construction took place.

"There is no great school 'crisis' or 'emergency' as is claimed by numerous organizations."

Mr. Roger Freeman, in a recent book on school finances, contends that school expenditures have increased many times as rapidly as enrollment during the last half century. As to salaries in the education field, Freeman admits that "many good teachers are woefully underpaid"; but pay scales are rising, he points out.

Mr. Freeman says that recent increases in school revenues have been "nothing short of spectacular," and that we should be very cautious about making still more increases.

These are among the arguments hurled back and forth in connection with our country's spending on education.

**Expanded role.** Regardless of what the future may hold for American schools, examination of past developments shows rapid growth of their activities and responsibilities.

The nation's colleges, many years ago, trained few people except the young men who wanted to enter such professions as law and the ministry. High schools, which concentrated on preparing students for college, devoted most of their time to such subjects as literature and Latin. Elementary schools taught little beyond reading, writing, and arithmetic.

Early secondary schools and colleges were not intended for the vast majority of people. In 1890, only 7% of the nation's high-school-age boys and girls were still pursuing their studies. By now, the figure has risen to approximately 90%.

Seeking to serve the needs of all these students, our schools have greatly expanded the number and variety of courses they offer. As we shall note presently, there is a big dispute over whether they have gone too far in this respect. But, in any case, the U. S. school system now assumes the responsibility of helping millions of young people to become successful as individuals and useful to the nation as citizens.

"Strong points in national defense." That is what President Eisenhower calls the schools. He says they

are "more powerful even than energy from the atom. This is true [because] modern weapons must be manned by highly educated personnel [and because] our defense must always rest on clear [understanding] of the basic values we seek to protect."

Vice Admiral Hyman Rickover, nuclear energy expert, has this to say about the importance of schools in a modern nation:

"In primitive societies men survived if they had native wit, physical courage and strength, and [some] good luck... As life daily becomes more complex... these simple human qualities no longer suffice. Other qualities must come to the fore. None [is] more important than possession of a mind well-stocked with basic facts and able to think clearly, unemotionally, and independently.

"These qualities are needed by every citizen of a democracy, for each shares in making final decisions on national problems of great complexity... To

decide complicated matters one must be able to judge policies against overall national needs and the realities of our political and economic position in the world..."

"In democratic countries, a [person] must prepare himself not merely for competence in his chosen calling, but must also learn to become a responsible citizen and a contented human being..."

"Man rose from savagery by putting his mind to work. He has now so remade the world that only the most intensive use of his brain power can insure his survival in decency."

**What to teach?** Admiral Rickover, along with certain other Americans, feels that our schools are not now giving the proper kind or amount of training. He says:

"I have made some calculations to compare... Dutch secondary schools with our own 6-year junior-senior high schools. The Dutch school day is 10% longer than ours; the school week lasts 6 days or 20% longer; the school year lasts 240 days or 33% longer. The... homework required is a minimum of 4 hours daily."

Other observers continue the argument as follows: "Our schools ought to spend far less time on home economics, typing, woodwork, drivers' training, and the like—and should put practically all their emphasis on such courses as physics, chemistry, mathematics, English, foreign languages, government, and history. Also, pupils should be given less freedom of choice in what they study. There ought to be more 'required' courses and fewer 'electives.'"

Opponents of this viewpoint reply: "We don't want to force all young people into the same mold—as the Russian school system, for example, tends to do. In a democracy, we must pay attention to individual abilities and needs. Our schools must teach a wide range of subjects in order to serve the requirements of the great majority. We must help equip young people for their careers, encourage them to make better use of the added leisure that Americans now have, and—in general—prepare them to meet the problems of modern life.

"Our schools can't be compared with those in most European countries, be-



HIGH SCHOOL LIBRARY offers many aids to knowledge for serious students



cause they have a different aim. We are trying to provide more education for larger numbers of people. According to a booklet recently published by the American Council on Education, 70% of our nation's young people are still in school at the end of their 16th year. In England and France, only 10% of the youths are in school at that age."

**Recent changes.** Many U. S. schools have now "toughened" their schedules, mainly because of the wave of concern that the sputniks generated. Requirements in science, mathematics, and languages have in numerous cases been greatly increased. Likewise, large numbers of schools are putting added stress on political education, since it is clear that we must have citizens who will know how to direct the nation's scientific skills and its industrial power along proper lines.

New methods and new equipment are being tried. Television has come into the classroom as a teaching aid (see note on page 4) and is playing a role in the instruction of numerous students this year.

**Federal activities** in education are being stepped up. A new law, enacted by Congress late last summer, authorizes federal loans to universities—which will in turn lend money to college students who need financial aid. Also, the new measure will provide assistance for 5,500 advanced students who plan to become college instructors. It authorizes federal grants to help the states work out various plans for school improvement.

This law, under which Uncle Sam is slated to furnish nearly a billion dollars in the next 7 years, is not the only federal school-aid measure now in effect. There are others, including one that provides federal money to help build new schools in towns whose populations have greatly increased because of nearby defense enterprises.

In all, the federal government now provides about 4% of the money used by our public elementary and high schools. State governments furnish 41% and local districts provide 55%. People who believe that the federal portion should be increased argue:

"Without substantial U. S. aid, some of our less prosperous states and communities simply can't afford to build and maintain adequate schools. Poor schools in any locality are harmful to the entire nation, and so the national government should help improve them."

Opponents of this view reply: "Schools are mainly a state and local responsibility. Large-scale U. S. aid might result in federal domination. We should concentrate on reducing federal spending and taxation, so that the state and local governments can more easily raise revenue for schools and other purposes."

This issue has been debated many times by our nation's lawmakers, and it is very likely to come up again when the new Congress meets in January.

—By TOM MYER

#### Pronunciations

Angelo Giuseppe Roncalli—än'jē-lō jōō-sēp'i rōn-cāl'i

Igor Tamm—ē'gawr tām

Ilya Frank—ēl'yā frānk

Ludwig Erhard—lōōd'vīg ēr'hārd

Meir—mē'ir

Otto Grotewohl—ōt'ō grōt'vōl

Pavel Cherenkov—pā'vēl chēr-ēn'kawf

Theodor Heuss—tā'ō-dōr hōis

Wilhelm Pieck—vil'hēlm pēk

Zhivago—zhī-vā'gō



SCHOOLHOUSE of over 100 years ago, when educational opportunities and facilities were very limited in comparison with what they are today

## Schools in Olden Days

### Students Now Have Many Advantages

**T**ODAY, a good many American school buildings are old and run-down. Even many of those that are relatively new and well equipped are badly overcrowded. In certain areas of the nation, teachers are in short supply.

Even so, students of today are generally far better off than were boys and girls who attended schools in earlier times. In colonial days and for many years afterwards, school buildings were usually wooden structures. In rural areas—and most of the nation was rural—the buildings had but one room.

Students hung coats and hats on pegs along a wall, and sat down at rough wooden desks. One teacher taught all grades in the single room, and might have anywhere from half a dozen to 60 pupils. Their ages ranged from 4 years to 20 or more.

In the north, fireplaces provided heat, and children's tuition fees were paid partly in wood. Children whose parents had failed to supply their share of the wood had to sit farthest from the fire. During the cold winter months, this was no small punishment.

Subjects taught were limited mostly to the 3 R's—reading, 'riting, and 'rithmetic. During a school term that was probably limited to 2 to 4 months, a teacher didn't have time to give further instruction. Moreover, many teachers were not prepared to go beyond the basic subjects.

One subject on which a great deal of time was spent was penmanship. In fact, it often seems to have been re-

garded as more important than spelling. In museum collections of old letters of 100 years or more ago, one often finds a great many misspelled words—set down with elaborate flourishes and curlicues!

The blackboards, colored maps, and attractively printed textbooks that are taken for granted in modern schools were not known in earlier times. In colonial days, birchbark was often used for paper, and charcoal took the place of pencils.

During this period, younger boys and girls learned their lessons from a hornbook. This was a thin piece of board, about 5 inches long and 2 inches wide. Fastened to the board was a piece of paper with the alphabet and the Lord's Prayer.

Covering the board was a thin piece of transparent cow's horn. It protected the paper, yet the students could read through it. A handle projected from the board. Imagine a small child picking up a lady's mirror and looking into it. That is what a colonial youngster looked like when studying a hornbook.

After mastering the hornbook, a student advanced to a primer. This was a small book containing prayers, rhymes, and spelling lessons.

In the 1800's, textbooks for arithmetic and other studies appeared. Carrying few, if any, pictures and often printed in small type, these books appear very dull to modern eyes.

Yet books were scarce in those days, and students protected them with care. Many a schoolbook of earlier times carried inside the cover, written in a schoolboy's hand, this rhyme:

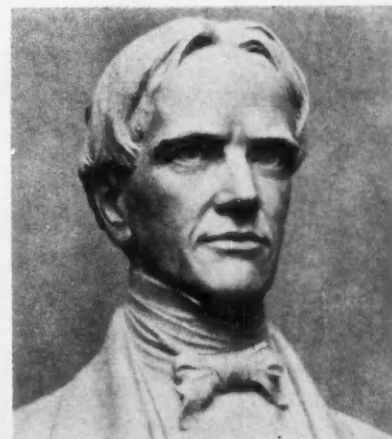
This book is one thing. My fist's another.

If you touch the one thing, you'll feel the other.

In early schools, little attention was paid to recreation. School was a grim business for the most part. Discipline was strict, and a birch switch was standard equipment in the schoolroom. A high stool in the corner and a dunce cap were reserved for the child who had failed to prepare his lessons.

Extra-curricular activities did not exist. At recess, the boys might wrestle—or, in the north in winter—throw snowballs and ride downhill on sleds. But it was the late 1800's before organized sports became school activities.

—By HOWARD SWEET



HORACE MANN, pioneer in founding free public schools

## Readers Say—

When we know that Russia's aim is to take over the world, why are we so friendly with her? We carry on student and cultural exchanges with her, and every day many Americans receive passports to Russia, where they will spend large sums of money making her government rich.

Let's stop making concessions to Russia to keep peace at any price. We Americans, who know the beauty and value of freedom, should take a firm and hostile stand against Russia and communism.

JUDY BUCK,  
Cincinnati, Ohio

Finland is living almost entirely on Soviet orders for her products. Recently the Russians helped the Finns by buying their butter surplus. Finland is in danger of tying her economy too closely to Russia's.

The Finns see this danger, but unless they can find free-world markets, economic necessity will push them toward the Soviet Union. We could help to avoid this by purchasing more of their products.

VERONICA HOWARD,  
Wilmington, North Carolina

I believe that every American should do what he can to support any project the Army, Navy, or Air Force is trying to undertake for the defense of our nation.

BARBARA STASA,  
Owosso, Michigan

The Middle East was a hotbed before Nasser came to power. For years, the Arabs have refused to recognize Israel, or negotiate with her. Even today, the No. 1 Arab objective is to drive Israel into the sea.

In view of this hostile attitude, it is difficult to see how the recent Arab



resolution at the UN will help in solving the Middle East's problems. In the meantime, we would be wise to back the Israelis.

ZELMAN GAIBEL,  
Chicago, Illinois

In almost every issue of the AMERICAN OBSERVER, there is an article on some foreign country that is depending on the United States for money or troops. Must we pay a country's debts and fight its wars just to win its friendship? I believe that we should be friendly with other countries, but we should use our money to provide better schools and housing for our growing population.

HELEN CONELLY,  
Wilmington, North Carolina

(This column is for the opinions of our readers. Send your comments on current affairs to: Readers Say, AMERICAN OBSERVER, 1733 K Street, N. W., Washington 6, D. C.)

# The Story of the Week



Dulles



Anderson



McElroy



Rogers



Summerfield



Seaton



Benson



Mitchell



Flemming

NINE MEMBERS of President Eisenhower's Cabinet. Tenth and newest, Lewis Strauss, Secretary of Commerce—successor to Sinclair Weeks—is shown below.

## Lewis Strauss Joins The President's Cabinet

Sixty-two-year-old Admiral Lewis Strauss begins his new duties today, November 10, as Secretary of Commerce. He is replacing Sinclair Weeks, who resigned for "business reasons." Mr. Strauss, a former investment banker and Naval officer, served as chairman of the Atomic Energy Commission from 1953 until July of this year.

The Commerce Department has 58,000 employees who seek to encourage trade and help business. It includes the Weather Bureau and Patent Office.

The nine other Cabinet members are as follows:



Strauss

John Foster Dulles. The 70-year-old Secretary of State, a former New York lawyer, has been the President's top foreign-relations man since 1953. As head of the State Department, Mr. Dulles directs 35,000 American employees here and abroad.

Robert Anderson. As Secretary of the Treasury, he supervises 77,000 employees who collect taxes, print and coin our money, and manage the nation's finances. A Texas lawyer and businessman, 48-year-old Anderson has headed the Treasury since July 1957.

Neil McElroy. The top official of the Defense Department, 54-year-old McElroy directs nearly 1,100,000 civilians and some 2,600,000 military people engaged in the vital job of national defense. Mr. McElroy is a former Ohio businessman.

William Rogers. As U. S. Attorney General, he has headed the Justice Department and its 31,000 employees since a year ago. This office conducts Uncle Sam's legal affairs and includes the famed FBI.

Arthur Summerfield. Postmaster General since 1953, he directs over 540,000 workers who handle the nation's mails. The 59-year-old official was formerly a Michigan realtor and auto dealer.

Fred Seaton. As Secretary of the Interior since 1956, he directs some 55,500 workers who seek to conserve and manage our natural resources, and to safeguard the rights of Indians. Mr. Seaton, now 48, was a Nebraska publisher and radio station operator.

Ezra Taft Benson. He heads the Department of Agriculture, with 101,000 employees, which works with farmers in various ways and administers the farm-aid program. A resident of Utah, 58-year-old Benson has long worked in agriculture.

James Mitchell. As Secretary of Labor since 1953, he directs 6,000 em-

ployes who see to it that federal laws relating to working conditions are followed. Mr. Mitchell, 57, was previously a New Jersey department store executive.

Arthur Flemming. Head of the Department of Health, Education, and Welfare (HEW) since the summer of 1958, Mr. Flemming supervises health programs, social security, and federal school activities. The former president of Ohio Wesleyan University, now 53, directs 55,000 workers.

## Pasternak's Frankness Gets Him into Trouble

"To conceal the failure [of communism] people had to be cured, by every means of thinking and judging for themselves, and forced to see what didn't exist, to assert the very opposite of what their eyes told them."

These words were not written by an anti-communist writer living in the free world, but by Boris Pasternak who is a Russian citizen living near Moscow. He voices many other sharp criticisms of communism in his novel, *Doctor Zhivago*.

The book was published in several free world countries after Pasternak was permitted to send his manuscript to Italy through a slip-up among top Red officials. The Soviets have since violently denounced the novel as an "artistically squalid, malicious work."

Novelist Pasternak and his *Doctor Zhivago* are being widely acclaimed throughout the free world. In fact, the Soviet writer was chosen to receive the Nobel prize for literature this year, which consists of a gold medal and \$41,420. But he turned it down because of bitter attacks against him by Red leaders. Last week they were threatening to exile him from Russia.

However, the Soviets gleefully agreed to accept the Nobel award for physics, which will be granted to 3 Russians—Professors Pavel Cherenkov, Igor Tamm, and Ilya Frank—for their work in nuclear science.

(Nobel prizes are awarded each year to individuals or groups doing outstanding work in world peace, physics, chemistry, medicine, and literature. Money for the prizes is provided by the will of Alfred Nobel, the Swedish inventor of dynamite.)

## The Television Screen Moves into Classrooms

Television has become a tool of major importance in American education. Students in well over a thousand schools, spread across the country, today receive part of their classroom instruction from this comparatively new medium.

For example, the state of New York

now telecasts educational programs intended to reach approximately 2,000,000 students. The schedule includes lessons in science, mathematics, English, foreign languages, citizenship, music, and other subjects.

Atomic physics lessons are at present available, coast to coast, through a series of NBC telecasts designed primarily for high school science teachers. By watching the programs, and by doing some additional work in certain universities that are helping with the project, these men and women can obtain college credit.

Still another example of TV at work—one of many which could be cited—is the adult-education course in typing that is now offered through a Washington, D. C., station.

So far as the use of classroom television is concerned: It enables teachers who are especially qualified in certain fields to reach large numbers of pupils. It often permits students to watch programs and demonstrations that couldn't easily be presented in each classroom.

Experts point out, however, that television cannot replace the present-day classroom teacher, who conducts discussions and answers questions. Nor can it replace printed textbooks, maps, periodicals, and other materials. Educational authorities look upon classroom TV as a valuable tool which, along with other aids, can be put to effective use by skilled teachers.

## For Future Scientists—A Good Opportunity

Are you interested in science? Would you like to win a college scholarship in a scientific field? If your answer is "yes" to these questions, you

may want to enter the Eighteenth Annual Science Talent Search competition being conducted by the Science Clubs of America.

Winners will receive expense-paid trips to Washington, D. C., and college scholarships donated by Westinghouse Electric Company. A total of \$34,250 in awards and scholarships is being offered. Top prize is a 4-year, \$7,500 scholarship.

The contest is for high school seniors. Examinations will be given throughout the country during December. Participants also must write a 1,000-word report on a science project.

For further information, consult your science teacher or write to Science Clubs of America, 1719 N Street, N. W., Washington 6, D. C.

## Football Group Plans Gridiron Hall of Fame

President Eisenhower received a gold medal about 2 weeks ago. It was given to him not for military or political service, but "in recognition of a lifetime of devotion to American college football."

Mr. Eisenhower played football at West Point as a cadet, before a knee injury forced him to drop the sport. Later, as a young Army officer, he coached service teams.

The recent award was made by the National Football Foundation. This group is now carrying on a drive to construct a Football Hall of Fame, where great gridiron players and coaches will be honored. The structure will be built at Rutgers University in New Brunswick, New Jersey. This spot was the scene of the first intercollegiate football game.

It was on November 6, 1869, that



TELEVISION TEACHER James Davis of Hagerstown, Maryland, visits with high school students who usually see him only on the TV screen. Hagerstown has been experimenting with TV education for the past several years.



football teams from Princeton and Rutgers Universities met. Each one had 25 men. Rutgers won, 6 to 4.

Princeton challenged Rutgers to another game a week later. This time, at crucial moments, the Princeton team made use of a blood-chilling cry intended to startle the opposition. This was the beginning of cheering at football games. Princeton won this contest, 8 to 0.

## News Capsules from Around the World

Russia has rejected a western proposal to halt nuclear bomb tests for a year while talks on this subject are under way at Geneva, Switzerland. The Reds say they won't stop testing nuclear weapons until they have set off as many explosions as we have tested since last March, when Russia announced she would temporarily end such experiments. Nevertheless, Moscow has agreed to continue with the Geneva talks on banning nuclear tests.

Mine inspectors are now checking into the causes of disastrous explosions that killed some 30 men in 2 Virginia and West Virginia coal mines not long ago. The tragic accidents in the United States came shortly after some 70 miners were killed in a Nova Scotia mishap last month.

French Premier Charles de Gaulle is still trying to arrange for a meeting with Algerian rebels to discuss an end to fighting in the strife-torn North African land. But many observers say the rebels aren't likely to agree to such a parley until the Algerian elections later this month show how strong pro-French sentiment is in the African territory.

## Refugees—A Time Bomb In the Middle East

There is a human time bomb in the Middle East which has been ticking away for the past 10 years. It is the anger and hatred of the more than 950,000 Arab refugees who are crowded into tents and tumble-down huts in Arab lands near Israel's borders.

Most of the refugees fled Palestine 10 years ago. This land, at the southwest end of the Mediterranean Sea, had been under British control for some time. But in 1948 the British withdrew. The Jews, who had been settling in Palestine for many years, set up the new state of Israel (see story on page 8). The United Nations supported such a move, but Arabs within Palestine and in neighboring lands opposed it.

Ever since that time, the UN has been caring for the refugees who streamed out of Palestine. The world body is now trying to raise the money needed to feed, clothe, and house the displaced persons for another year. The UN funds, most of which have been contributed by Uncle Sam, are barely enough to keep the refugees alive.

(Incidentally, Russia, which claims to be a good friend of the Arabs, has not given a single penny to help care for the refugees.)

Meanwhile, there still isn't any prospect of a long-range settlement of this problem. Arab leaders say that the only satisfactory outcome would be for

the refugees to return to their former homes in Israeli territory. Jewish leaders contend that Arab unwillingness to negotiate this question has blocked a solution.

## Pope John XXIII Is Already Hard at Work

Pope John XXIII is taking over his duties as new spiritual leader of the nearly 500,000,000 Catholics scattered over the globe. The 76-year-old Pope was crowned in a colorful and impressive ceremony last week. He was chosen for the high office by top Church leaders—the College of Cardinals—late last month.

Pope John XXIII, whose given name is Angelo Giuseppe Roncalli, is the son of an Italian farm family. One of 13 children, he decided early in life to become a priest. An active Church leader, he rose to become Cardinal of Venice in 1953—a post he held when he was named Pope.

"A vigorous optimist, a born diplomat . . ." are some of the words that newsmen and others have used to describe the Pope. He has won wide acclaim as an able spokesman for the Church and as a Papal representative in other lands. He is also a scholar with a thorough knowledge of history and the ability to speak more than half a dozen languages.

The new Pontiff is said to have chosen "John" as his title because of his great admiration for St. John the Baptist, a religious leader of Biblical times. Because he is the 23rd Pope to take that title—first in about 600 years—he is named John XXIII.

In addition to serving as religious leader of Catholics throughout the world, the Pope also heads Vatican City, an independent state surrounded by Rome. Though a city-state of just under 109 acres, the Vatican takes its place as one of the world's nations. It receives diplomatic representatives from abroad just as do other independent lands.

The Pope faces many problems as



POPE JOHN XXIII

he takes over leadership of the Catholic Church. At the outset, he is appointing new men to replace those who automatically resign from certain high Church offices upon the death of a Pope.

One of the hardest tasks facing the new Pontiff is to protect the religious rights of Catholics in communist lands which seek to crush all forms of worship. He is also continuing the efforts of his late predecessor to persuade world leaders that peaceful negotiation, not war, is the only way to settle disputes and preserve civilization.

Such responsibilities as these, together with providing spiritual guidance for Catholics around the globe, keep the Pope well occupied.

## Foster Represents Us in Geneva Talks with Reds

William C. Foster, who has handled many difficult tasks in the past, now faces one of the hardest assignments of his career in public service. He is our chief spokesman at Geneva, Switzerland, where Soviet-western talks on how to overcome the threat of a surprise military attack by one nation against another are beginning today, November 10.

The job of trying to get Moscow to

agree on a foolproof international plan to provide safeguards against a sneak nuclear blow won't be an easy one. The Soviets have frequently turned down past American proposals along this line.

Uncle Sam's top delegate to the Geneva talks served as our foreign aid chief in 1950, and as Deputy Secretary of Defense from 1950 to 1953. Later he was co-chairman of a special study group (the Gaither Committee) which made an intensive survey of the nation's defenses and how they compared at the time with those of Russia. The report on this study is still secret, but it allegedly said we weren't doing enough to match Moscow's latest weapons of war.

Born 61 years ago in New Jersey, Mr. Foster studied engineering and later became a steel firm executive. When not on an assignment for Uncle Sam, he helps direct the activities of chemical and machinery firms.

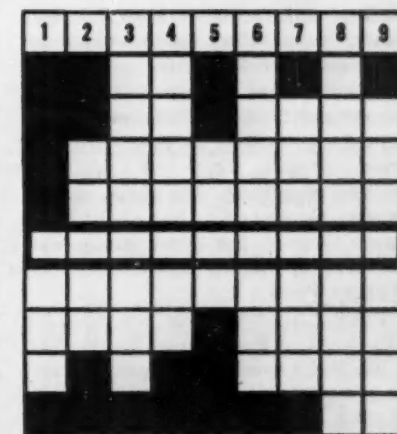
## Main Articles in Next Week's Issue of Paper

Unless unforeseen developments arise, the main articles next week will deal with (1) how cities are combating youth crime, and (2) the developments in Japan today.

## PUZZLE ON CURRENT AFFAIRS

Fill in numbered rows according to descriptions given below. When all are correctly finished, heavy rectangle will spell the name of a geographical location. Solution will be given in next week's issue.

1. \_\_\_\_\_ XXIII is the new Pope.
2. West Germany has led England during the past 2 years in the production of automobiles and \_\_\_\_\_
3. Fred Seaton is Secretary of the \_\_\_\_\_
4. Admiral Lewis \_\_\_\_\_ is the new Secretary of Commerce.
5. Otto Grotewohl is premier of \_\_\_\_\_ Germany.
6. Konrad \_\_\_\_\_ is chancellor of West Germany.
7. Neil \_\_\_\_\_ is America's Secretary of Defense.
8. The name of the Russian author who won a Nobel Prize for his book, *Doctor Zhivago*.
9. The name of the Secretary of Health, Education, and Welfare.



## Last Week

HORIZONTAL: Nicaragua. VERTICAL: 1. Argentina; 2. Thailand; 3. French; 4. Seawolf; 5. trade; 6. Hay; 7. Baghdad; 8. communes; 9. Faisal.

## THE LIGHTER SIDE

The *United Mine Workers Journal* says our new atomic submarine, capable of remaining submerged almost indefinitely, will surface only once each 4 years—so that the crew can re-enlist.

"Are you acquainted with any of the jurymen?" the District Attorney asked the elderly witness.

"More than half," answered the old gentleman.

"Are you willing to swear that you



"Start hitting a few of those sour notes that drive your dad crazy. We need a quarterback."

know more than half of them?" persisted the D. A.

The old fellow flicked a glance over the jury box.

"If you want to put it that way," he drawled, "I'm willing to swear I know more than all of them put together."

Mrs. Jones: We're going to be neighbors now. We've bought a home next door to you, right on the edge of the lake.

Mrs. Brown: I'm so glad! Hope you'll drop in some time.

Letter from college student: "Dear Dad: Gue\$\$ what I need mo\$t? That\$ right. \$end it along. Be\$t Wi\$he\$. Your \$on, Ru\$\$."

Reply from father: "Dear Russ: NOth-ing ever happens here. We kNOW you like your school. Write us aNOther letter. Jim was asking about you at NOon. NOW we have to say goodbye."

A ship banged into the stern of another vessel, but did no real harm. Then maneuvering away, it rammed the same ship again. Thinking that now he had done real damage to the other ship, the captain signaled: "Can you stay afloat?" "Yes," flashed the other skipper. "Would you like to try again?"



WEST GERMANY has area of 95,000 square miles (about the size of Oregon) and population of over 50,000,000. East Germany has area of 41,500 square miles, and population of over 16,500,000. West Berlin's population is over 2,000,000; that of East Berlin is around 1,175,000. Poland and Russia hold some territory that was German before World War II began.

## Germany Today

(Continued from page 1)

of the struggle, Germany is today a divided country—part free and part under Red rule. Even the former German capital, Berlin, is split into free and communist areas. (Berlin is separated from West Germany by a distance of 110 miles.)

Both eastern and western Germans want a united country, but that does not seem likely soon. The westerners won't give up their republic. Moscow's leaders won't agree to a unified Germany, unless they see a chance of making the whole country communist.

The Russians, despite talk of free government, were determined to spread communism as they moved in from the east. They had their own political organizers with them, as well as some Germans who had joined their cause. Among the latter group was one very special German communist, Wilhelm Pieck.

Pieck had plotted the unsuccessful Red revolt in Berlin after World War I. He had organized a communist underground to work against the nazis in 1933, and later had gone to Russia. With Soviet support, he did much to put East Berlin and East Germany under Red dictatorship. His reward? Now 82, Pieck is President of communist East Germany—a man with little power, a figurehead under the Russians who really rule.

U. S., British, and French forces occupied West Germany and West Berlin to end dictatorship. We expected, under agreements with Russia, to let

all Germany vote in free elections for a new government. When the Soviet leaders did not keep their agreements, we supported democratic government in the western areas.

West Germany is now in its 10th year as a democratic republic. The ruins of war are mostly gone, and the republic is prosperous. It is an ally of the United States, and has great influence in western Europe. Above all, the republic's people are free.

West German cities—Frankfurt, Hamburg, Essen, and others—shine in luxury. Fine buildings in the capital city of Bonn—a university center and birthplace of the great composer, Beethoven—house the government. Smart shops offer stylish clothes in all the cities; grocery stores are stocked with the best of foods; new houses, schools, and apartment buildings are to be seen everywhere.

Movie and opera houses, television and radio stations, soccer and other spectator sports offer entertainment. Winter and summer vacation resorts along lakes and in the mountains are flourishing, as paid vacations are general for most workers. Big and small cars crowd streets and highways.

Economic recovery of the republic is one of the great miracles of postwar Europe. Looking at the ruined factories and cities in 1945, a high American general thought that 15 years would be needed to clear away rubble alone. The job was actually well along in 5 years.

U. S. aid—some 4 billion dollars in gifts and loans since 1945—played a large part in making possible such rapid repair of the damage. The Germans' well-known energy and in-

dustrial skills were also highly valuable in getting the job done.

Much credit goes to Ludwig Erhard, 61, the republic's Minister for Economic Affairs. He fought against the old German system under which business firms worked together to fix prices and divide markets. He fostered competition in business under the free enterprise plan that we know, and thus encouraged new firms to enter the race for profits. He also worked to obtain stable and adequate wages for workers.

Today, West Germany competes with Britain for leadership in production among free European nations. In the past 2 years, the republic has led British industry in the output of steel and automobiles.

West German goods are sold in all parts of the world. Steel goes to Japan, Iran, and European lands; machinery to Argentina; machine tools to India; cars, cameras, and radios to the United States; ships to Greece.

These foreign sales pay for food, which West Germany must buy to supplement her own farm production, and certain raw materials needed by her factories. Imports include meats, grains, and cotton from the United States; oil from Saudi Arabia; rubber from Malaya and Indonesia.

Democracy grew apace with economic recovery. Schools were reorganized right after the war to teach democratic principles, and today they are crowded with students from the primary grades through the universities. City, town, and state governments were operating early in 1946.

The national government was set up in 1949, after a constitution was

written and West Germans elected a Parliament. The West German Republic came into existence September 21, 1949.

Theodor Heuss, now 74, is President and official head of the nation. Konrad Adenauer, 82, is Chancellor, or chief executive. He has the most important job. Both opposed the Hitler dictatorship, and both are stubborn defenders of free government. Adenauer's Christian Democratic Union Party has consistently won elections over the opposing Social Democratic Party, and the Chancellor has kept a firm grip on the government.

In world affairs, West Germany is playing a big role in both military and economic fields.

In NATO, the North Atlantic Treaty Organization, West Germany is allied with the United States and 13 other countries to resist communism.

A West German general, Hans Speidel, is commander of French, British, Belgian, U. S., and other ground troops at NATO headquarters in France. He seems popular, and his acceptance may indicate how feelings have changed between the French and Germans—long-time enemies. In World War II, Speidel was deputy commander of German forces that occupied France in 1940.

In economic affairs, West Germany is now able to lend money to aid less fortunate countries. Engineers of the republic are helping to build steel mills and other plants in Asia and South America. The republic belongs to western Europe organizations which cooperate in trade and atomic energy.

Future? Remembering the 2 world wars begun by Germany, many Americans wonder whether the republic will remain democratic.

Dangers noted are these: Many former nazis are in the government. Most of them will not speak favorably of Hitler now, but some still insist that the dictator had good ideas. A number of citizens of the republic oppose alliance with the western world and would like to deal with communist Russia. Socialist Party opposition has slowed building of the republic's military forces. Class distinctions still keep many children of workers and farmers out of universities.

Hopeful signs: Former nazis are mostly of the older generation; young people generally show little interest in nazism. The republic is founded on firm democratic principles, endorsed by popular vote. The Communist Party is unlawful, and Reds are few. A 2-party system, much like ours, works well. Most of the republic's citizens seem to be pro-western, and political opposition to the NATO army is lessening. Class barriers are being ended.

None can foresee the future, of



KONRAD ADENAUER  
Chancellor of West Germany



course, but the West Germans—over 50,000,000 strong—appear to be making their republic a success today.

**Communist East Germany** serves as a warning to the western republic of the dangers and hardships of living under dictatorship.

Armed Red guards are on hand at strategic spots along the frontier with West Germany in the effort to prevent flight by East Germans.

Despite such precautions, East Germans do escape at a rate often as high as 700 a day. Many of the escapees in recent months have been doctors, teachers, and other professional men. Estimates are that more than 3,000,000 persons have fled East Germany since 1949.

American newsmen live in West Berlin and often go to East Berlin. They are sometimes permitted to visit eastern areas outside the former capital of all Germany. Their reports explain the Reds' unpopularity.

Farmers are being forced to give up control of land to communist collective societies. This has caused discontent and lowered production. Although there is enough land to grow all the food needed by East Germany's 16,500,000 people, shortages exist. Some private businesses still operate, but they are rapidly being put under Red control. State-owned stores do most of the business.

The stores offer much shoddy merchandise. Well-dressed people are mostly government officials and persons favored by the Red regime. Automobiles are few. School children must work after classes on farms and in factories.

**Berlin itself** offers the world's best showplace of the difference between life under communism and democracy. West Berlin, population over 2,000,000,



**OTTO GROTEWOHL** (above) is Premier of East Germany. Wilhelm Pieck (not pictured) is President. If the country were free, the Premier would have the most power, but both these offices today are under Soviet domination.

has free government with U. S.-British-French protection. East Berlin, population around 1,175,000 is under dictatorship. A suburb, Pankow, is the East German capital.

A recent dispatch from an American reporter, describing East and West Berlin, best tells the story: On one side of a street a West Berliner lives in a pleasant apartment house. A factory worker, he has earned enough to buy new furniture, a refrigerator, and radio. He and his wife eat and dress well, and own a motorcycle.

On the communist side of the street, a factory worker has a drab apartment with worn-out furniture and no modern kitchen equipment. Most of his money goes for very simple food.

—By TOM HAWKINS



**MODERN SCHOOL** in Keokuk, Iowa. Almost as many men (over 222,000) as women (more than 238,000) are teaching in our public high schools today.

## Good Job Prospects for Teachers

If you want to be certain of getting a good job after completing your schooling, take up teaching as a career, advises the U. S. Department of Labor. The government agency points out that our mushrooming school enrollments will provide tens of thousands of new openings for teachers each year for a long time to come. Large numbers of additional instructors are needed to fill vacancies now existing throughout the nation.

If you choose this profession, you are likely to spend between 20 and 30 hours a week working directly with young people in the classroom. You may spend 15 to 20 or more hours in carrying out such duties as talking to parents, counseling students, grading papers, and working on community and educational projects.

A large number of college professors spend only about 15 hours a week in the classroom. But they generally devote more time to class preparation and research work than do other teachers.

In addition to classroom instructors, there are specialists who deal with handicapped children. Others are especially trained in guidance work. Still others specialize in children who have reading or other difficulties.

**Qualifications.** For success in teaching, you should be able to answer "yes" to these questions: (1) Are you truly interested in young people and their problems? (2) Do you like to study and are you curious to find out all you possibly can about the subject or subjects in which you plan to specialize? (3) Are you adaptable? (4) Are you cooperative? (5) Do you have leadership qualities?

**Preparation.** For both elementary and high school teaching, you will need 4 years of college work. College professors are usually required to have a Ph. D. degree, requiring 3 to 4 years' study in addition to the regular 4-year college course.

Most states require that teachers in both high and elementary schools be licensed before they can be employed by the public schools. In many cases, licenses are granted on the basis of education. In others, an examination is also required.

**Earnings.** Salaries depend upon training, type of school in which you teach, and the part of the nation where you are employed. Beginning teachers in some rural areas may earn as little as \$2,500 a year. In the larger cities, salaries go up to \$8,000 or more an-

nually, though they are usually between \$4,500 and \$6,000.

The average earnings of classroom teachers throughout the nation amounted to \$4,520 in the past school year—about \$300 more than in the previous year, and \$1,510 more than in 1950. Salaries for college instructors are somewhat higher than are those for other teachers.

**Facts to weigh.** "A teacher affects eternity; he can never tell where his influence stops." This quotation expresses the satisfaction which teachers gain from knowing that no other occupation is more important than theirs. They have the vital responsibility of helping to develop the abilities and personalities of tomorrow's leaders and of people in all walks of life.

While salaries are low as compared to those in professions requiring comparable training, the pay of teachers is edging upward. Teachers often have to put in a large amount of overtime work without any increase in pay, but some of these extra activities, such as directing youth groups, can be interesting and stimulating.

By your own observations and by talking with teachers, you should be able to decide whether you think this is a desirable vocational field for you to enter after leaving school.

**More information.** Talk to your teachers or principal. You can also get material by writing to the Future Teachers of America, National Education Association, 1201 16th Street, N. W., Washington 6, D. C.

—By ANTON BERLE

## Everyone Stands to Lose by Dishonesty

By Clay Coss

THE American people have many qualities and accomplishments of which to be proud. Reliable evidence shows, however, that large numbers of them—young and old—have a serious character defect. They are dishonest. In business, politics, school, and other walks of life, acts of cheating and dishonesty are constantly taking place.

There are three reasons, among others, why those who are guilty of such conduct should reform:

1. All of us like to think we are civilized and have high moral principles. We are severely critical of the communists because they try to discourage and destroy religion. Yet, every dishonest act tends to weaken our spiritual and ethical standards. A truly religious and civilized individual simply does not cheat or engage in shady dealings of any kind.

2. Such conduct does not pay from a practical standpoint. Those who engage in it can't enjoy peace of mind. They worry about being discovered and, sooner or later, most of them are. Before this happens, they lose their own self-respect; afterwards, they lose the respect of others. They gain a reputation of not being able to be trusted. If they go too far and break a law punishable by imprisonment, they disgrace themselves and their families.

3. Widespread dishonesty seriously weakens the nation as a whole. Think what would happen to our country if everyone cheated. All the services and institutions we depend on would break down. Crime would be uncontrollable. Even government would collapse. Many times in the past, nations have declined or fallen because large numbers of their people became selfish, grasping, and dishonest. Standards dropped so low that unethical practices were not even frowned upon, but were accepted as a normal pattern of behavior.

Students who cheat in school are likely to continue this habit in later life. If too many do, we could eventually have a national situation where trickery, deception, and dishonesty make life intolerable for all of us.



Clay Coss

## KNOW THAT WORD

In each of the sentences below, match the italicized word with the following word or phrase which has the same general meaning. Correct answers are on page 8, column 4.

1. The suspect in the treason trial was *exonerated* (ēg-zōn'ēr-āt-ēd). (a) jailed (b) released (c) cleared (d) convicted.

2. The evidence against him was *tenuous* (tēn'ū-ūs). (a) unsubstantial (b) conflicting (c) overwhelming (d) false.

3. The senator *disavowed* (dis'ā-vowd') responsibility for the actions of his assistant. (a) accepted (b)

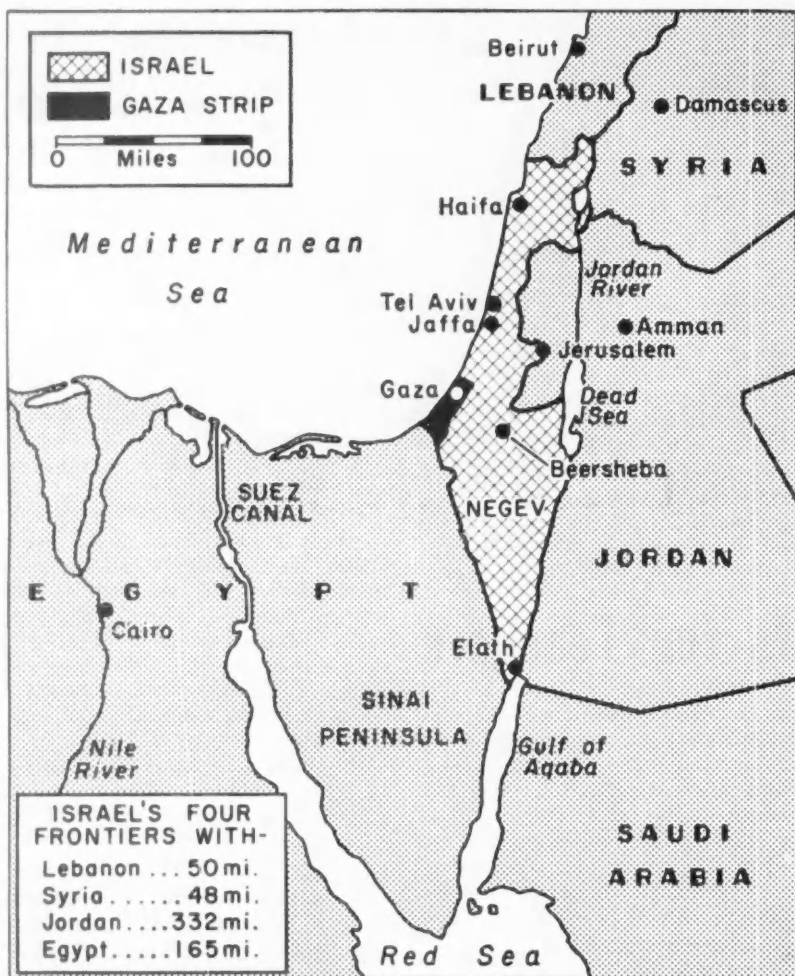
confessed (c) passed on (d) denied.

4. The writer of the speech remained *anonymous* (ā-nōn'ī-mūs). (a) popular (b) unconvinced (c) unknown (d) bankrupt.

5. The Nationalist Chinese government has sent *auxiliary* (awg-zī'yā-rī) forces to the offshore islands. (a) well-trained (b) poorly equipped (c) volunteer (d) additional.

6. The headquarters of the candidate was a scene of *bedlam* (bēd'lām) following the announcement of the election outcome. (a) uproar and confusion (b) bitter disappointment (c) calm happiness (d) stunned silence.





ISRAEL'S REPUBLIC is bordered by four Arab-Moslem countries

## Israel Is Moving Forward People Confident Despite Problems

(This is the eighth in a series of articles on North Africa and the Middle East by Tim Coss, AMERICAN OBSERVER staff member, who visited the area last summer.)

FROM Iraq, I flew to Beirut, Lebanon, then to the Mediterranean island of Cyprus, and from there to Tel Aviv, Israel. The reason for this roundabout route was that the Arab nations do not allow planes to make flights from their territory into the Jewish state.

At the airport in Tel Aviv, a package I was carrying—one with Arabic writing across its front—attracted considerable attention from customs officers. When I asked the reason, one of the officials said that an address in Amman, Jordan, was on the cover of the package. He was curious because he had lived in the Jordanese capital until a few years before.

Another man in the group asked if I had been in Baghdad, once his home. When told that I had just come from there, he was anxious to hear details about the city.

Of the more than 1½ million Jews living in Israel today, a good number came to their new home as a result of growing pressures against them in Moslem areas of the Middle East. Many other residents of Israel were once European refugees who were driven from their homes during the Second World War. Still others came to Israel on their own initiative in order to live in a Jewish state.

My stay in Israel left me with several particularly strong impressions. One was the tremendous enthusiasm displayed by the Israelis for their country. Everyone seemed to tackle his job with great energy and

cheerfulness. Confidence in the nation's future appeared boundless.

Second, without casting any reflections on the Arab states, it is a plain fact that living conditions in Israel are vastly superior to those in most of the surrounding areas. The Arabs attribute this to the great amount of financial support which Israel receives from the United States. The Israelis admit that outside aid has been a factor in their progress, but they add that hard work and determination have played an equally important part in their success.

The major cities, such as Tel Aviv and Jerusalem, are clean and attractive. The streets are lined with modern shops pleasantly reminiscent of ones in the United States.

Land which was once barren and rocky is now covered with farms. Modern sprinkling systems tap underground supplies of water. Quite often, one will see large teams of people combing hillsides for rocks with their bare hands. Every square foot of land which can be cultivated is put to use. Tiny green plots sandwiched in between steep hills or mountains are a common sight.

Advantage is being taken of land where crops cannot grow but trees or shrubs can. Millions of trees are being planted in such areas. This not only adds beauty to the countryside but should eventually make the air less dry and bring increased amounts of rainfall.

There are still sizable regions, especially in the southern part of Israel, which are nothing more than desert. If this land can be made productive, and the Israelis believe that it can, the economic position of the country will be greatly strengthened.

Despite the success that this small country has achieved during its short lifetime, it still faces some serious challenges. The hostility of neighboring states is one of Israel's main worries at the present time. The Arab nations violently opposed the creation of Israel and nurse hopes that they will one day destroy her.

The Israelis still hope that permanent peace in the area can be eventually achieved. They are ready for war, though, should it come. They have a modern, well-equipped army and a large reserve which can be mobilized within a day or two.

Another problem facing Israel is the great difference in custom and background of many of her people. Jews who come to Israel from India, for instance, have little in common—aside from religion—with those from Europe. Jews emigrating from primitive lands such as Yemen have still different outlooks and abilities.

Quite often, people coming to Israel from the same country are placed together in one community so it will be easier for them to adjust to their new surroundings. Then, after a time, they may decide to settle down among peoples of other groups.

While some minor difficulties have arisen, there has been no serious trouble as a result of the differences in background of the Israeli population. Leaders with whom I talked feel that, in the long run, this diversity of peoples may work to the advantage of the country. They believe that Israel, as a melting pot of numerous nationalities and races, will benefit from the varied skills of her citizens.

One government official told me that the country's future progress will be based on 2 main areas of development. First, water from the Jordan River must be diverted to the extremely dry, southern part of the country. This land, he said, will be needed to help accommodate new Jewish settlers who continue to enter Israel from all over the world.

In addition, my informant went on, that country must continue to increase the variety and quantity of its manufactures. At the present time, its main industries are food processing, textile, metalworking, and chemicals. Diamond cutting is also of major importance.



PREMIER David Ben-Gurion and Foreign Minister Golda Meir of Israel

If Israel can make more land productive, expand industries, and establish peaceful relations with Arab neighbors, her future will be bright indeed. The last if is probably the biggest one.

### References

"Current Challenge to Today's Public Schools," *Congressional Digest*, August-September. Background material and pro-and-con discussions on this vitally important subject.

"The New Watch on the Rhine," by Corey Ford and James Perkins in the September issue; and "West Germany's 'Genius With Elbows,'" by Richard Hottelet in October *Reader's Digest*. Both articles deal with West Germany as NATO (and U. S.) ally.

## News Quiz

### Education Week

1. How did Russia's sputniks help stir up a dispute over U. S. schools?
2. About how many young people in this country are now attending school: 10,000,000; 22,000,000; 37,000,000 or 45,000,000?
3. Give arguments for and against a substantial increase in the amount we spend on schools.
4. Over the last half century or more, what change has occurred as to the percentages of our young people who attend high school?
5. What does Vice Admiral Rickover say about the importance of education in a modern democracy?
6. On what grounds do Admiral Rickover and certain other observers criticize the quality of our schools? How do defenders of the present educational policies reply?
7. Briefly describe the new education measure that Congress enacted last summer.
8. Give arguments for and against a big increase in federal financial aid to the schools.

### Discussion

1. Do you or do you not favor a substantial rise in the amount of money spent on American schools? Give reasons for your answer.
2. Explain your position concerning federal aid to education.
3. In general, do you feel that the nation's schools are performing their jobs well and giving the right courses? Why or why not?

### Two Germanys

1. Tell how the Weimar Republic came about after World War I, and describe its difficulties. Why was it given this name?
2. Give a brief sketch of Hitler and his methods as German dictator.
3. How did Germany come to be divided after World War II? What are the prospects of making it a united country again?
4. Trace developments that brought about the West German Republic.
5. Briefly list some of the republic's economic accomplishments.
6. What significance is there to the fact that a German is commander of ground forces in NATO?
7. How does the East German political setup compare with the Bonn government?
8. Give some examples to show differences in living standards between the eastern and western Germans.

### Discussion

1. Do you think that West Germans will continue to make a success of their republic? Why or why not?
2. Was American aid to help West Germany repair war damage wise? Give reasons for your answer.

### Miscellaneous

1. Identify: Lewis Strauss, Robert Anderson, Ezra Benson, Neil McElroy.
2. Why was Soviet writer Boris Pasternak forced to reject the Nobel prize?
3. What big task does William C. Foster face in Geneva this week?
4. Cite some ways in which television is being used in our schools.
5. What problems does Pope John XXIII face as head of the Roman Catholic Church?
6. Compare school facilities and courses of today with those earlier in our nation's history.
7. What are the 3 main requirements for continued Israeli progress?

### Answers to Know That Word

1. (c) cleared; 2. (a) unsubstantial; 3. (d) denied; 4. (c) unknown; 5. (d) additional; 6. (a) uproar and confusion.



